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ABSTRACT

Focusing on the occupational clusters of business and sales, this unit entitled "The Food Store" is one of four grade one units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies one career development-centered curriculum (CDCC) element (life role understanding), two career development themes (e.g., understanding the relationship of education to life-roles), four unit goals (e.g., increase awareness of tools used within a food store), and four performance objectives (e.g., given a picture of ten tools, identify those used by food store workers). Also included in Section I are evaluation procedures (pre- and post-assessments and evaluation tabulation forms) for the units. Section II describes teaching strategies for seven unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include managers, cashiers, bag and stock clerk, role-playing, field trip, and optional activities. Section III contains four reference sheets and section IV contains thirteen student activity sheets. (CT)

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Suggested for
Grade 1

THE FOOD STORE

one in a series
of
CAREER DEVELOPMENT CURRICULUM UNITS
for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

THE FOOD STORE

Grade 1

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individuals career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

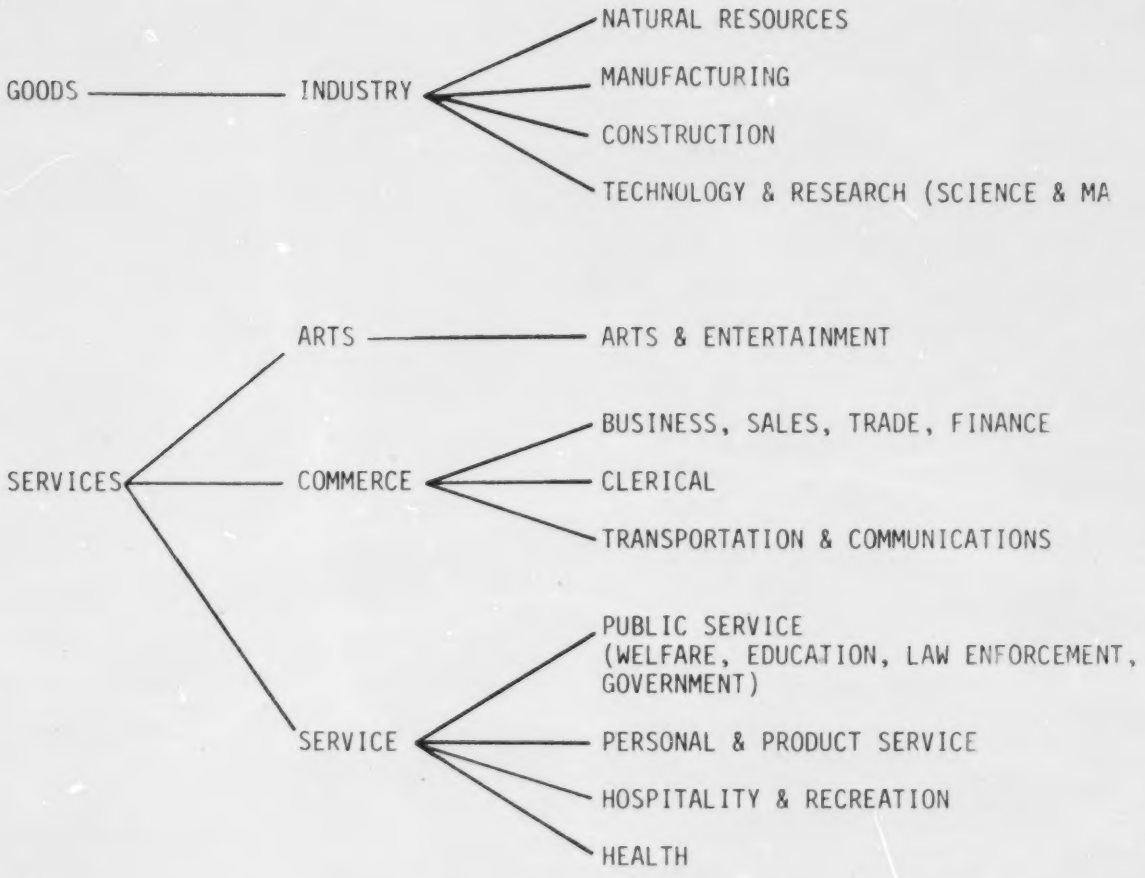
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"The Food Store"
1st Grade

Unit Rationale

This unit provides experiences to help the students understand and appreciate the food store workers and the services they provide.

The food store and its workers provide a basic need in the community. The food store offers the convenience and variety necessary to today's style of living. Without food store services the whole community and its way-of-life would be paralyzed.

The major topics developed in this unit are interdisciplinary. They include language arts, science, math, social studies, and art related activities.

Teacher Information

This unit is designed to be taught over a period of two to three (2-3) weeks or ten to fifteen (10-15) hours.

Have the students mark all their items 10¢ when setting up the model store. Explain that this is not the way an actual food store is set up.

Teacher Preparation

Use the following suggestions:

1. Make shelves for the model store in the room.
   A. Stack cardboard boxes collected from grocery stores. Tape together for added strength.
   B. Build a dairy department. Leave the cover on a box and make it a door. This can be a refrigerator or freezer.
   C. Use bookshelves.
2. Collect needed tools.
   A. Have the students bring empty boxes, clean bottles, cans, etc.
   B. Obtain a cash register or an adding machine.

Teacher Preparation - (Continued)

C. Get a price stamper. (Use a simple date marker or an actual tool from a grocery.)

D. Make a cart. (Use a chair with a box on it, or use a wagon.)

E. Collect bags. (Let the children bring them with their items.)

F. Have pencils, pads of paper, and magic markers.

G. Obtain a scale. (Use a mailing scale, bathroom scale, or pound scale.)

3. Make signs (meats, dairy, bakery, unrefrigerated foods, frozen foods, and produce) for the model grocery store departments and for use in Capsule #2.

4. Refer to Reference Sheet #1 when planning a field trip.

5. Refer to Reference Sheet #2 when planning to have a role-model visit the classroom.

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"The Food Store"
1st Grade

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"The Food Store"
1st Grade

Element #I - Life Role Understanding (occupational, avocational, family, civic)

Theme 1.3 - The student will understand the relationship of education to life-roles.

Unit Goal - The student will increase his/her awareness of skills needed by food store workers.

Unit P.O. #1 - Given a list of ten (10) skills with the names of two (2) food store workers after each skill, the student will identify with at least 80% accuracy the worker who would most likely need that skill.
(Evaluation Sheet #2)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will increase his/her awareness of tools used within a food store.

Unit P.O. #2 - Given picture of ten (10) tools, the student will identify those tools used by workers within a food store.
(Evaluation Sheets #3a and #3b)

Unit Goal - The student will increase his/her awareness of the occ-pations within the supermarket.

Unit P.O. #3 - Given a list of ten (10) workers, the student will identify with at least 80% accuracy those who work in a food store.
(Evaluation Sheet #1)

Unit Goal - The student will increase his/her awareness of the duties performed by food store workers.

Unit P.O. #4 - Given seven (7) food store workers, the student will be able to verbalize duties performed by at least four (4) of these workers.
(Evaluation Tabulation Form B, column P.O. #4)

Evaluation Procedure
"The Food Store"
1st Grade

Pre-Assessment

1. Review the elements, themes, goals, and performance objectives before you begin.

2. Make copies of Evaluation Sheets #1, 2, 3a, and 3b for the students.

3. Give each student a copy of Evaluation Sheet #1. Explain to them that as you read the names of the ten (10) different workers, they must circle the names of those who work in a food store.

(1) Cashier	(6) Lawyer
(2) Banker	(7) Nurse
(3) Doctor	(8) Manager
(4) Bag boy or girl	(9) Teacher
(5) Stock clerk	(10) Butcher

4. Record the students' raw scores on Evaluation Tabulation Form B in the column Evaluation Sheet #1, P.O. #3 - pre.

5. Record on Evaluation Tabulation Form A, pre - P.O. #3, the number of students who completed this activity with at least 80% accuracy.

6. Give the students copies of Evaluation Sheet #2. Read the following statements about the skills used by food store workers. Have the students circle the name of the worker most likely to use that skill.

(1) Who must be accurate in counting change?

stock clerk cashier

(2) Who must read labels on cans to stock them in their proper places?

cashier stock clerk

(3) Who must cut meat correctly?

butcher manager

(4) Who must be able to write correctly when ordering groceries?

manager cashier

(5) Who must be able to measure correctly?

baker bag boy or girl

Evaluation Procedure
(Continued)
"The Food Store"
1st Grade

(6) Who must know the difference between quarts, gallons, and pints?

bag boy or girl (dairy manager)

(7) Who must operate the cash register?

(cashier) butcher

(8) Who must be able to weigh items?

(produce manager) bag boy or girl

(9) Who must speak clearly when hiring new workers?

(manager) stock clerk

(10) Who must be able to carefully pack the customer's groceries so they will not be damaged?

butcher (bag boy or girl)

7. Record the students' raw scores on Evaluation Tabulation Form B in the column Evaluation Sheet #2, P.O. #1 - pre.

8. Record on Evaluation Tabulation Form A, pre - P.O. #1, the number of students who completed this activity with at least 80% accuracy.

9. Give the students a copy of Evaluation Sheet #3a and #3b. Tell the students to draw a circle around any tool which may be used by a food store worker.

   The <u>correct answers</u> are: price marker, scales, markers, shopping cart, dolly, and adding machine

10. Record the students' raw scores on Evaluation Tabulation Form B in the column Evaluation Sheet #3a and #3b, P.O. #2 - pre.

11. Record on Evaluation Tabulation Form A, pre - P.O. #2, the number of students who completed this activity with 100% accuracy.

12. Study the results of these tests, and review the performance objectives. Determine the areas in which the students will need the most help.

13. Study Evaluation Tabulation Form B carefully. Refer to the column labeled P.O. #4. Put a check (✓) by the students' names to indicate that they have verbalized a task performed by the workers studied. Tally the last column at the right and total this column at the bottom.

Evaluation Procedure
(Continued)
"The Food Store"
1st Grade

14. Transfer this total to Evaluation Tabulation Form A.

15. Follow the post-assessment procedures listed on this page to conclude this unit.

Post-assessment

1. Follow instructions #1-10 as listed in the pre-assessment section, but record the results in the post-test sections on Evaluation Tabulation Forms A and B.

2. File the completed Evaluation Tabulation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "The Food Store" Teacher _____

Building _____ Grade 1st

Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #3 Identify workers in a food store.	1	10	8			
Post - P.O. #3 Identify workers in a food store.	1	10	8			
Pre - P.O. #1 Identify skills in a food store.	2	10	8			
Post - P.O. #1 Identify skills in a food store.	2	10	8			
Pre - P.O. #2 Identify tools in a food store.	3a & 3b	10	10			
Post - P.O. #2 Identify tools in a food store.	3a & 3b	10	10			
Pre - P.O. #4 None						
Post - P.O. #4 Identify duties in a food store.	Evaluation Tabulation Form B	7	4			

*Administer the test in the sequence listed above.

Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "The Food Store" Teacher _____

Building _____ Grade 1st

1. Record the number of correct responses each student made on both the pre- and post-test Evaluation Sheets #1, 2, 3a, and 3b.
2. Figure the percentage of growth.
3. Total at the bottom of the page the number of students who met the criteria as stated in Performance Objectives #1, 2, and 3.
4. Place a check (✓) below the names of workers to indicate those students who verbalized a duty performed by each worker studied.
5. Place a check (✓) in the last column to the right to indicate those students who verbalized duties performed by at least four (4) workers.
6. Total the last column.
7. Transfer all the totals to Evaluation Tabulation Form A.

Evaluation Sheet #	#1			#2			#3a & b			#4							
P.O. #	#3	#3	#3	#1	#1	#1	#2	#2	#2								
NAMES	Pre-Test	Post-Test	% of Growth	Pre-Test	Post-Test	% of Growth	Pre-Test	Post-Test	% of Growth	Manager	Cashier	Stock & Bag Clerk	Dairy Manager	Meat Manager	Produce Manager	Baker	Identified 4 or more
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	

Evaluation Tabulation Form B
(Continued)

Evaluation Sheet #	#1			#2			#3a & b			#4										
P.O. #	#3	#3	#3	#1	#1	#1	#2	#2	#2											
NAMES	Pre-Test	Post-Test	% of Growth	Pre-Test	Post-Test	% of Growth	Pre-Test	Post-Test	% of Growth	Manager	Cashier	Stock & Bag Clerk	Dairy Manager	Meat Manager	[illegible]	[illegible]	Baker	Identified 4 or More
12.																		
13.																		
14.																		
15.																		
16.																		
17.																		
18.																		
19.																		
20.																		
21.																		
22.																		
23.																		
24.																		
25.																		
26.																		
27.																		
28.																		
29.																		
Total																		

28

29

EVALUATION SHEET #1

NAME_____

DATE_____

1. CASHIER

2. BANKER

3. DOCTOR

4. BAG BOY OR GIRL

5. STOCK CLERK

6. LAWYER

7. NURSE

8. MANAGER

9. TEACHER

10. BUTCHER

EVALUATION SHEET #2

NAME_____

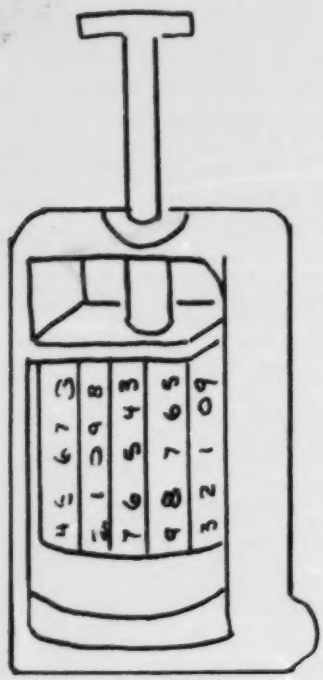
DATE_____

1.	STOCK CLERK	CASHIER
2.	CASHIER	STOCK CLERK
3.	BUTCHER	MANAGER
4.	MANAGER	CASHIER
5.	BAKER	BAG BOY OR GIRL
6.	BAG BOY OR GIRL	DAIRY MANAGER
7.	CASHIER	BUTCHER
8.	PRODUCE MANAGER	BAG BOY OR GIRL
9.	MANAGER	STOCK CLERK
10.	BUTCHER	BAG BOY OR GIRL

EVALUATION SHEET #3A

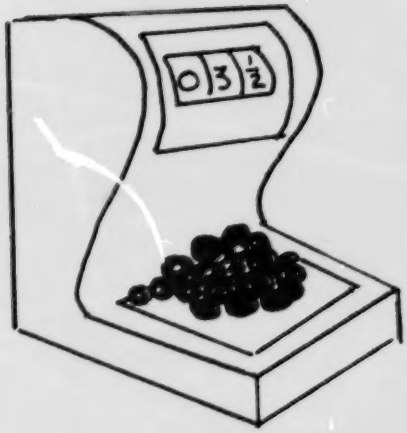
NAME_____

DATE_____



PRICE STAMPER

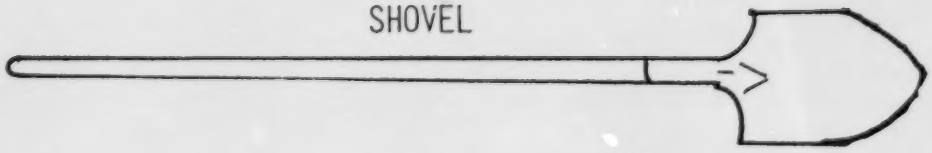
COMB



SCALES

MARKERS

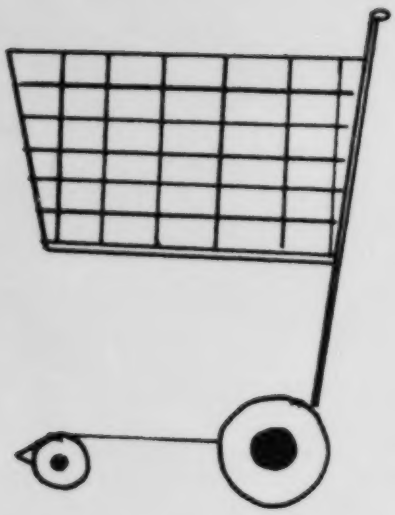
SHOVEL



EVALUATION SHEET #3B

NAME_____

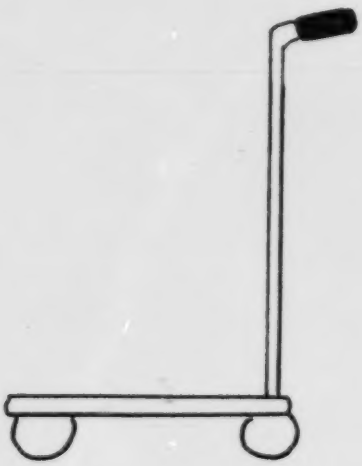
DATE_____



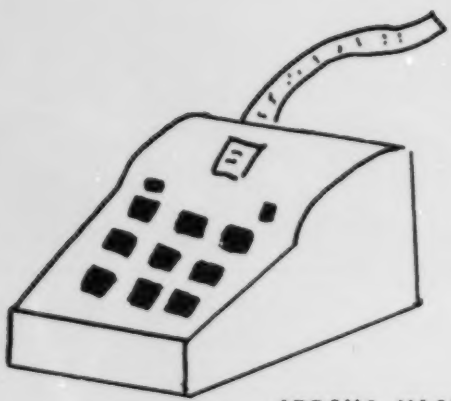
SHOPPING CART

NEEDLE

RAKE



DOLLY



ADDING MACHINE

Capsule #1
Introduction

I. Introduce this unit with a discussion.

A. Ask where the students' families get the foods they need (grocery store, supermarket, farmers' market, and bakery).

B. Discuss why people need food stores.

1. Find out how many families have gardens.

2. Explain why everyone can't raise animals for meat and milk.

3. Observe that people cannot grow all kinds of food where they live.

4. Decide which method is easier, buying food in a store or raising and canning one's own food.

C. Name the kinds of products in a food store.

1. Make a bulletin board by having the children cut out pictures from magazines. Let them place the pictures under the correct department headings. (Have the children use real boxes instead of pictures if they wish.)

2. Label the departments as follows: meats, dairy products, baked goods, produce, unrefrigerated foods, and frozen foods. (See Reference Sheet #3)

D. Ask if this community has food stores.

E. Let the children tell about going to a food store.

II. Use the following reference materials:

A. Read the book, Let's Go To the Supermarket (or a similar book), and leave it on display for reference throughout this unit.

B. Read the book, The Day Joe Went To the Supermarket, and let the children discover what he did wrong.

C. Discuss and display a picture of a grocery store. (Use the Picture Story Study Print)

III. Distribute Activity Sheet #1 to the students for their booklets. Have them draw and color a picture of a food store. Let them write a sentence about the picture that they drew.

Resources and Materials	Notes
I.	
C.	
1. Magazines Scissors	
2. Reference Sheet #3	
II.	
A. Book: Let's Go To the Supermarket	
B. Book: The Day Joe Went To the Supermarket, Dorothy Levenson, Grosset & Dunlap, New York	
C. Picture Story Study Print	
III. Activity Sheet #1	

IV. Keep the pages for the students' booklets until they are ready for fastening. Make a small file from a cardboard box, and place it within easy reach of the children. File the children's folders in alphabetical order. Instruct the students on simple alphabetizing if necessary. Let them place their activity sheets in these folders.

V. Explain that this unit teaches about grocery store workers and their tools. Tell the students that they will be setting up a grocery store in their classroom. Ask them to bring in empty cans and boxes for the store. Remind them to open the cans from the bottom if possible. (Distribute Activity Sheet #2)

VI. Send home a copy of Activity Sheet #3 so that the children can help their mothers with the groceries.

Resources and Materials	Notes
V. Activity Sheet #2	
VI. Activity Sheet #3	

I. Help the students to understand the duties of the grocery store's general manager by doing the following:

A. Show the filmstrip, My Dad Works In a Supermarket.

B. Discuss the duties of the manager by using the following discussion topics:

1. Ask what time the manager comes to work.

2. Explain that he/she makes sure the orders are correct.

3. Suggest that he/she makes sure prices are marked correctly.

4. Explain that he/she trains new workers.

5. Tell that he/she checks to see if the fruit and vegetables are fresh.

6. Say that he/she gives the cashier money for change.

7. Say that he/she gives the cashier money for change.

8. Say that he/she works in his/her office.

9. Say that he/she pays the workers.

C. Add the duties of the classroom's store manager on the board or on a chart.

1. Say that he/she may name the store.

2. Explain that he/she selects the store's hours.

3. Tell that he/she labels each department as meats, dairy, bakery, unrefrigerated foods, frozen foods, and produce.

4. Explain that he/she hires the workers.

D. Let the students role-play the duties of the manager while setting up the sections of their model store. (See I-C, 1-4 above)

E. Evaluate this activity by allowing the students to individually verbalize one duty of the manager. Use Evaluation Tabulation Form B, column P.O. #4 - Manager, to check the names of those students who successfully completed this task.

Resources and Materials	Notes
I.	
A. Filmstrip: My Dad Works In a Supermarket, Imperial Films, Lakeland, FL., 33803	
E. Evaluation Tabulation Form B	

II. Help the students to understand the duties of the grocery store's produce manager by doing the following:

A. List his/her duties on the board or on a chart.

1. Say that he/she orders or chooses produce.

2. Tell that he/she packages the produce. (Use the Picture Story Study Print)

3. Say that he/she prices the produce.

4. Explain that he/she stocks the produce.

5. Suggest that he/she weighs the produce. (Use the Picture Story Study Print)

6. Discuss that he/she keeps the produce fresh and appealing.

B. Let the students role-play the duties of the produce manager while setting up the produce section of the model store. (See II-A, 1-6 above)

C. Evaluate this activity by allowing the students to individually verbalize one duty of the produce manager. Use Evaluation Tabulation Form B, column P.O. #4 - Produce Manager, to check the names of those students who successfully completed this task.

D. Introduce classification as a science activity. Have the students do Activity Sheet #4 by coloring the food items they would find in the produce department (potatoes, apples, carrots, grapefruits, and beans).

III. Help the students to understand the duties of the grocery store's dairy manager by doing the following:

A. List his/her duties on the board or on a chart.

1. Say that he/she orders or chooses the dairy products. (Use the Picture Study Print)

2. Suggest that he/she prices the dairy products.

3. Tell that he/she stocks the dairy products.

4. Explain that he/she keeps the dairy products fresh and appealing.

Resources and Materials	Notes
II.	
A.	
2. Picture Story Study Print	
5. Picture Story Study Print	
C. Evaluation Tabulation Form B	
D. Activity Sheet #4	
III.	
A.	
1. Picture Story Study Print	

B. Let the students role-play the duties of the dairy manager while setting up the dairy section of their model store. (See III-A, 1-4 on the preceding page.)

C. Evaluate this activity by allowing the students to individually verbalize one duty of the dairy manager. Use Evaluation Tabulation Form B, column P.O. #4 - Dairy Man, agree to check the names of those students who successfully completed this task.

IV. Help the students to understand the duties of the grocery store's meat manager by doing the following:

A. List his/her duties on the board or on a chart.

1. Say that he/she orders or chooses the meat.

2. Tell that he/she cuts the meat.

3. Say that he/she weighs the meat. (Use the Picture Story Study Print - note the scale)

4. Suggest that he/she prices the meat.

5. Explain that he/she packages the meat. (Use the Picture Story Study Print)

6. Tell that he/she stocks the meat.

B. Let the students role-play the duties of the meat manager while setting up the meat section of their model store. (See IV-A, 1-6 above)

C. Evaluate this activity by allowing the students to individually verbalize one duty of the meat manager. Use Evaluation Tabulation Form B, column P.O. #4 - Meat Manager, to check the names of those students who successfully completed this task.

V. Help the students to understand the duties of the grocery store's bakery manager by doing the following:

A. List his/her duties on the board or on a chart.

1. Suggest that he/she orders and chooses the bakery items.

2. Say that he/she prices the bakery goods.

3. Tell that he/she stocks the bakery goods.

Resources and Materials	Notes
C. Evaluation Tabulation Form B	
IV.	
A.	
3. Picture Story Study Print	
5. Picture Story Study Print	
C. Evaluation Tabulation Form B	

4. Explain that he/she keeps the baked goods fresh and appealing.

5. Say that he/she supervises the baking of items.

6. Tell that he/she orders the ingredients necessary for baking.

7. Explain that he/she orders the container for the finished baked goods.

B. Let the students role-play the duties of the bakery manager while setting up the bakery section of their model store. (See V-A, 1-7 on the preceding page and above)

C. Evaluate this activity by allowing the students to individually verbalize one duty of the bakery manager. Use Evaluation Tabulation Form B, column P.O. #4 - Baker, to check the names of those students who successfully completed this task.

VI. Help the students to understand the tools of the grocery store managers by doing the following:

A. Discuss and compare the tools each manager would use.

B. Play the "What Am I?" game on Activity Sheet #5 to identify the tools.

1. Say, "I weigh the fruit and vegetables. I am used by the produce manager. What am I? Draw a red circle around me." (scale)

2. Explain, "I am used by the dairy manager so that people can see how much items cost. I am fast to use. What am I? Draw a blue circle around me." (price marker)

3. Say, "The meat manager uses me to cut the meat. What am I? Draw a green circle around me." (cleaver)

4. Explain, "I am a tool that the store manager has with him/her all the time. I help him/her greet the people, and I make them feel welcome. What am I? Draw a yellow circle around me." (happy face)

5. Say, "I am used to carry groceries home. What am I? Draw a brown circle around me." (bag)

VII. Help the students to understand the skills of grocery store managers by discussing and comparing the skills each manager needs (reading, math, printing, spelling, weighing correctly, measuring correctly, being on time, getting along with others, and working accurately).

Resources and Materials	Notes
C. Evaluation Tabulation Form B	
VI.	
B. Activity Sheet #5 Box of crayons for each student	

Capsule #3
Cashier

I. Have the students make play money before they study about the cashier. Choose one of the following methods:

A. Let them cut out circles and paint them silver for dimes.

B. Let them cut out circles and cover them with silver foil for dimes.

C. Let them use play money.

II. Have the students practice making change with the play money as a math activity.

III. Have the students use the math skills needed by a food store worker. Follow the directions given on Activity Sheets #6 and #7.

IV. Discuss with the students the duties, skills, and tools of the cashier. Use the following topics:

A. Discuss who has seen a cashier. (Use the Picture Story Study Print)

B. Suggest that cashiers sometimes wear something special. Ask what it is called. (uniform)

C. Discuss some of the tools that cashiers use (the cash register or adding machine, money, pens or stamps for checks, and trading stamps).

D. Tell some of the duties of the cashier.

1. Say that he/she records each item by pushing the right keys of the cash register.

2. Stress that he/she totals the amount on the cash register and tells the customers how much they must pay.

3. Explain that if the customer does not pay the exact amount, the cashier must make change.

E. Discuss what skills a cashier must have to do a good job.

1. Say that he/she must know numerals.

2. Stress that he/she must count out change accurately.

3. Explain that he/she must work the cash register quickly and without mistakes.

4. Stress that he/she must get along well with others.

Resources and Materials	Notes
I.	
A. Construction paper, scissors, silver paint, paint brushes B. Construction paper, foil	
C. Play money	
III. Activity Sheets #6 and #7	
IV.	
A. Picture Story Study Print	

V. Let the students role-play the cashier by using the model store and by demonstrating the skills, tools, and duties previously discussed.

VI. Have the students do the following culminating activities:

A. Let the students color a picture of a cashier on Activity Sheet #8.

B. Have the students draw the tools that the cashier uses.

C. Allow the students to individually verbalize one duty of the cashier. Place a check (✓) on Evaluation Tabulation Form B, column P.O. #4 - Cashier, when they have successfully completed this task.

Resources and Materials	Notes
VI. A. Activity Sheet #8 C. Evaluation Tabulation Form B	

Capsule #4
Bag and Stock Clerk

I. Introduce this capsule as follows:

A. Show a grocery price stamper.

B. Demonstrate how a price stamper works.

C. Let the students experiment with the stamper.

II. Discuss the duties, skills, and tools of the bag and stock clerk. Use the following discussion topics with the students:

A. Ask who has seen a stock clerk or a bag boy or girl.

B. Explain that they are sometimes the same person.

C. Ask what special uniform they sometimes wear. (apron)

D. Name some of the tools that the bag and/or stock clerk uses (grocery bags, a price stamper, a uniform, cleaning equipment, carts, and a dolly - help students visualize a dolly by allowing them to transport objects around the room on a chair with wheels).

E. Mention some of the duties of the bag and/or stock clerk.

1. Say that he/she stocks shelves.

2. Notice that he/she bags groceries. (Use the Picture Story Study Prints)

3. Mention that he/she unloads trucks. (Use the Picture Story Study Prints)

4. Say that he/she helps customers find food items.

5. Explain that he/she helps the manager.

6. Observe that he/she stamps prices with the stamper. (Use the Picture Story Study Prints)

7. Say that he/she keeps the shelves neat and orderly.

F. Decide what skills a bag and stock clerk must have to do a good job.

1. Say that he/she must read labels.

2. Explain that he/she must know numerals so he/she can price food.

Resources and Materials	Notes
I.	
A. Price stamper	
II.	
E.	
2. Picture Story Study Prints	
3. Picture Story Study Prints	
6. Picture Story Study Prints	

3. Observe that he/she must get along with others.

III. Have the students role-play the bag and stock clerk by using the model store and by demonstrating the skills, tools, and duties previously discussed.

IV. Have the students do the following culminating activities:

A. Let the students color a picture of a bag and stock clerk. (Activity Sheet #9)

B. Have them draw the tools that he/she would use.

C. Allow them to individually verbalize one duty of the bag and stock clerk. Place a check (✓) on Evaluation Tabulation Form B, column P.O. #4 - Stock & Bag Clerk, when they have successfully completed this task.

D. Have the students file Activity Sheet #9 in their booklets.

Resources and Materials	Notes
IV.	
A. Activity Sheet #9	
C. Evaluation Tabulation Form B	
D. Activity Sheet #9	

Capsule #5
Role-Playing

I. Review the food store workers by letting the students take turns being a worker in the model store.

   A. Let the manager make sure everyone is doing his/her job properly.

   B. Appoint a dairy manager.

   C. Select a meat manager.

   D. Name a bakery manager.

   E. Find a produce manager.

   F. Appoint a cashier, stock clerk, and bag boy or girl.

   G. Rotate the students until everyone has done all of the jobs.

II. Review the food store workers by letting the students take turns being shoppers in the model store.

   A. Have the shoppers use chairs or wagons for grocery carts.

   B. Have a shopper who has finished shopping become the stock clerk to reshelve his/her groceries.

Resources and Materials	Notes
II. A. Chairs on wheels or wagons	

Capsule #6
Field Trip

I. Introduce the field trip with an explanation.

A. Say that this is a "hands-on" experience.

B. Tell the children that they will use several skills.

1. Allow them to observe.

2. Permit them to inquire.

3. Allow them to make decisions.

4. Permit them to demonstrate polite and mannerly behavior.

5. Allow them to make classifications.

II. Prepare for the field trip.

A. Let the students discuss big and small grocery stores.

1. Ask why some are called "supermarkets."

2. Determine the difference between grocery stores and supermarkets.

3. Discuss why they are located where they are.

B. Have the students discuss the different types of food stores even if those stores are not planned stops on the field trip.

1. Mention small city grocery stores.

2. Discuss large chain supermarkets.

3. Include bakeries.

4. Notice specialty shops; i.e., fruit basket and delicatessen.

C. Help the students decide on a menu, and prepare one meal at school. (Find suggestions on Reference Sheet #4) Consider the following items:

1. Make a shopping list.

2. Decide how much food the class will need.

Resources and Materials	Notes
II.	
C. Reference Sheet #4	

3. Decide where they will find each item in the store.

4. Decide on the source of money to buy the items.

5. Notify the cooks and the parents of the date for the meal.

D. Make the students aware of what to look for when they visit the store.

1. Have them observe the name of the store.

2. Have them look for the hours it is open.

3. Ask them to notice advertisements or specials for the shoppers.

4. Ask them to notice the labeled aisles. Explain that the labels help people find what they want without going through the whole store.

5. Have the children observe the different departments; i.e., produce, meat, dairy, frozen foods, bakery, and dry goods.

6. Let the children watch the workers doing their jobs.

E. Prepare the students to interview the workers.

1. List the questions for the workers to answer:

a. Ask, "What do you do?"

b. Say, "Do you like your job? Why or why not?"

c. Ask, "Did you go to school to learn it?"

d. Say, "Did grade school help you?"

e. Ask, "Do you have another job?"

f. Say, "Do you plan on doing this job all your life?"

g. Ask, "What tools do you use?"

2. Decide which students will ask the questions.

F. Have the students discuss good manners in the store.

1. Explain that the store is being kind to let the class come and visit them.

Resources and Materials	Notes

2. Stress that the things they sell provide a living for them.

3. Decide what the students can do so that the store will be glad they came and will welcome other classes.

   a. Stress that the children must listen while others speak.

   b. Ask the students to describe how they should act.

III. Take the actual field trip.

IV. Culminate the field trip by having the students prepare a meal from the products they purchased.

V. Have the students write "thank-you" letters to the stores they visited.

Resources and Materials	Notes

Capsule #7
Optional Activities

I. Choose from these optional related activities.

A. Do the following language arts activities:

1. Have the students write sentences and stories about grocery store workers.

2. Let them make signs and labels for items in their model store.

3. Let them prepare a vocabulary chart of new words introduced in the unit.

4. Have them write a letter to their parents to notify them of the date they will prepare lunch in their room.

B. Use the following math activities:

1. Let the students estimate pounds.

2. Let them measure pounds on a scale.

3. Have them measure liquids in quarts, pints, half pints, and gallons.

C. Do the following science activities:

1. Let the students grow mold in the classroom to see what happens to food as it gets old.

2. Have them place a small amount of milk on a shelf without refrigerating it.

3. Let them plant vegetables and/or fruits (produce).

4. Have them classify foods - dairy, produce, meat, etc.

D. Use the following art activities:

1. Have the students make trading stamps.

2. Let them make different, hard to find items, for the model store.

3. Have them make posters for the model store.

E. Use the social studies activities on Activity Sheets #10-13, if needed, to review the workers studied in this unit.

Resources and Materials	Notes
I.	
E. Activity Sheets #10-13	

Reference Sheet #1
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

Reference Sheet #2
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #3
Bulletin Board Ideas

Meat	Dairy	Produce	Unrefrigerated Foods	Bakery	Frozen Foods

Different colored sections

Meat	Dairy	Produce
Unrefrigerated Foods	Bakery	Frozen Foods

Reference Sheet #4

Examples of simple menus that may be prepared in the classroom.

1. soup
   peanut butter-jelly sandwiches
   jello with whipping cream
   milk

2. hot dogs on bun
   carrot sticks
   potato chips
   fruit
   milk

3. egg sandwiches
   carrot and celery sticks
   chocolate pudding
   milk

4. barbecues
   celery and carrot sticks
   applesauce with cinnamon
   milk

Activity Sheet #1

Name_____

Activity Sheet #2

Dear Parents,

We are learning about the grocery store. We will be setting up a model grocery store in our room. We need empty boxes of cereal, kleenex, etc.; empty cans with <u>bottoms</u> cut out (if possible); empty plastic meat trays; empty bakery boxes and bags; empty milk, egg, cream, cottage cheese, and butter containers; empty frozen food containers. (Please, no cigarette or beer containers.)

The children may bring these items in large grocery bags as soon as possible. We will inform you when we have enough items. Thank you for your cooperation.

Sincerely,

First Grade Teachers

Activity Sheet #3

Dear Parents,

We are learning about the different departments in a grocery store. It would be a good learning experience for the children to help prepare the grocery list, shop for certain items, and help unpack groceries to see where each item is kept.

Thank you for your cooperation.

Sincerely,

First Grade Teachers

Dear Parents,

We are learning about the different departments in a grocery store. It would be a good learning experience for the children to help prepare the grocery list, shop for certain items, and help unpack groceries to see where each item is kept.

Thank you for your cooperation.

Sincerely,

First Grade Teachers

ACTIVITY SHEET #4

NAME_____

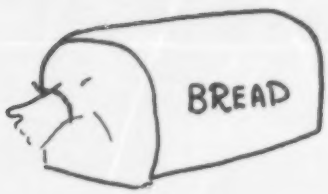
DATE_____

POTATO

APPLES

ICE CREAM

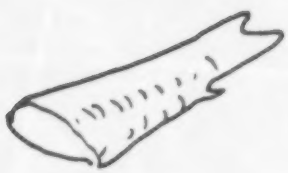
EGGS



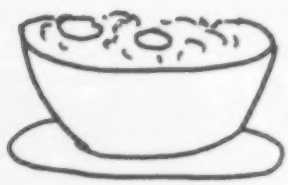
BREAD

CARROTS

MEAT

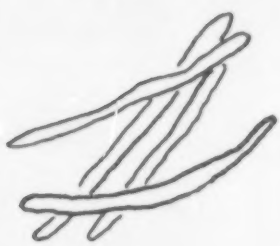


FISH

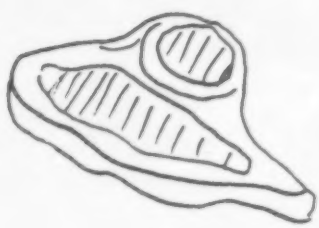


CEREAL

GRAPEFRUIT



BEANS



MEAT

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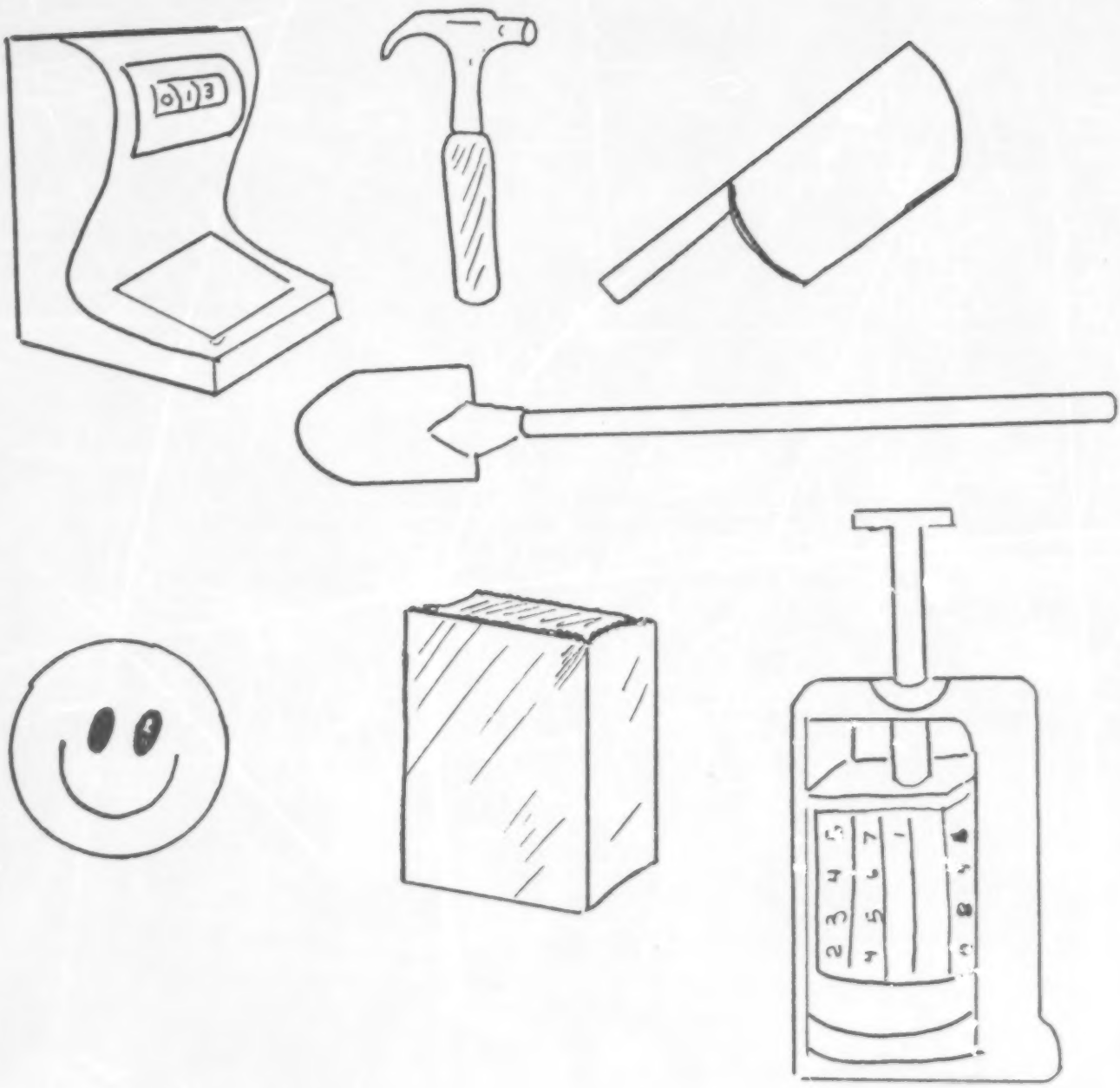
ACTIVITY SHEET #5

NAME_____

DATE_____

"WHAT AM I?"

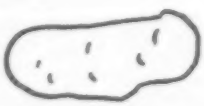
CIRCLE THESE TOOLS WITH THE CORRECT COLOR AS YOUR TEACHER READS THE DIRECTIONS.



ACTIVITY SHEET #6

NAME_____

DATE_____

IF YOU BUY THESE . . .	HOW MUCH WILL IT COST?
10¢ + 10¢ + 10¢ =	
10¢ + 10¢ =	
10¢ + 10¢ + 10¢ + 10¢ + 10¢ =	
 10¢ + 10¢ =	
10¢ + 10¢ + 10¢ + 10¢ =	
10¢ =	
10¢ + 10¢ + 10¢ =	

Activity Sheet #7

Name _____

Date _____

10¢

10¢

10¢

10¢

10¢

10¢

10¢

10¢

10¢

10¢

If you have . . .	Draw the items you can buy.
20¢	
50¢	
30¢	

ACTIVITY SHEET #8 NAME_____

DATE_____

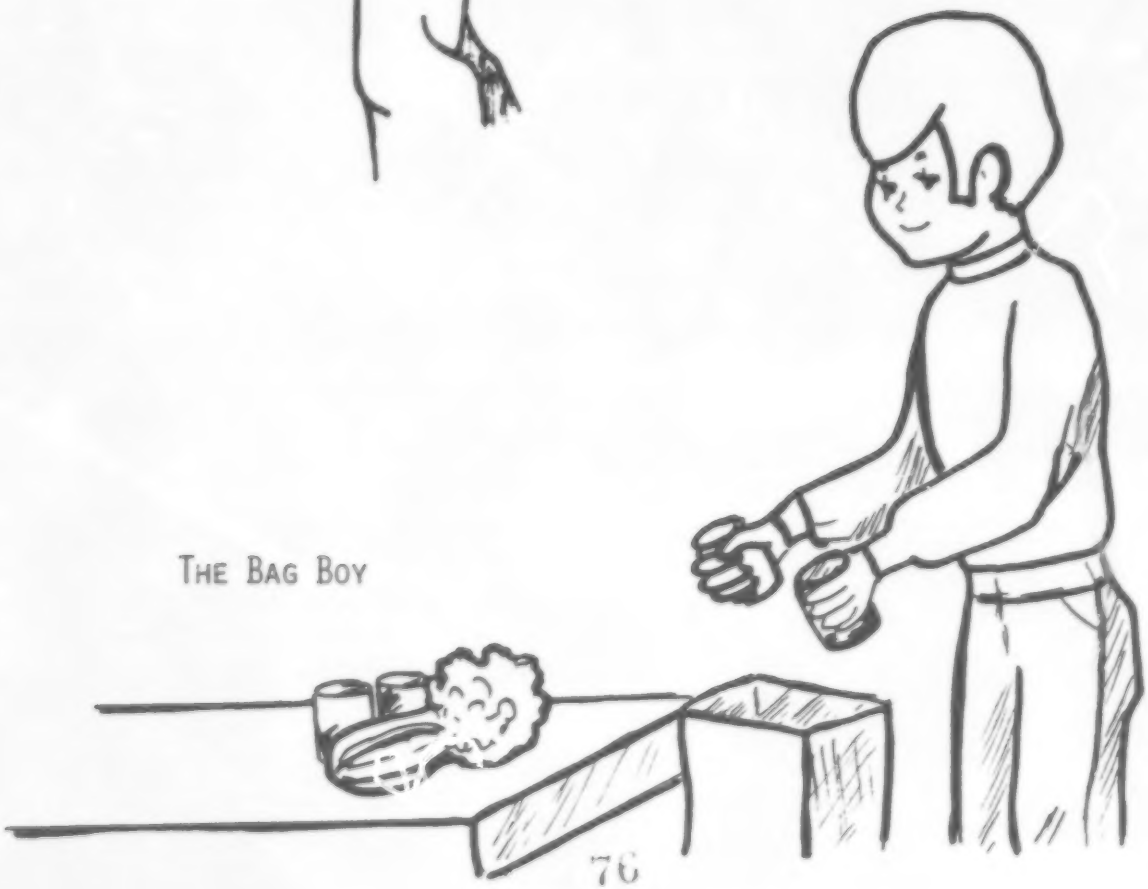
THIS IS A CASHIER.

ACTIVITY SHEET #9

NAME_____

DATE_____

THE STOCK CLERK



THE BAG BOY

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ACTIVITY SHEET #10

NAME _____

DATE _____

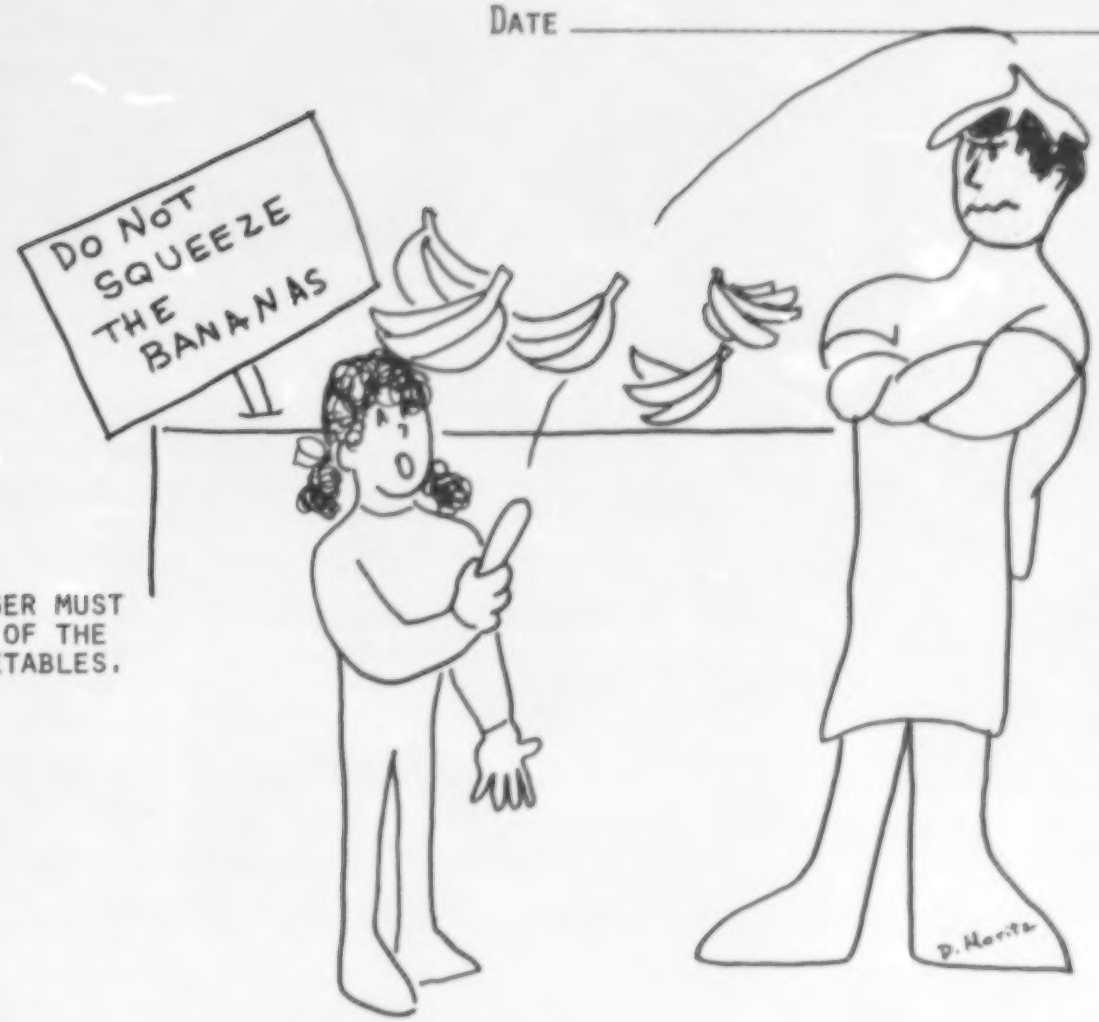
WOULD YOU ENJOY BEING A BAG BOY OR GIRL? WOULD YOU HAVE TO BE STRONG?

A CASHIER MUST KNOW HOW TO COUNT MONEY.

ACTIVITY SHEET #11

NAME _____

DATE _____



A PRODUCE MANAGER MUST TAKE GOOD CARE OF THE FRUITS AND VEGETABLES.

A BUTCHER MUST BE VERY CAREFUL!

ACTIVITY SHEET #12

NAME _____

DATE _____

SOME GROCERY STORES HAVE THEIR OWN BAKERY.

ACTIVITY SHEET #13

NAME _____

DATE _____

THIS STOCK CLERK IS GOING TO HAVE A TERRIBLE SURPRISE.

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